

REWARDS Intermediate Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic data and Phonics for Reading curriculum mastery assessment data to determine which dimension of intervention intensity to target. Make no more than one change at a time.

Behavior, Engagement, and Motivation Support

Provide individualized behavior support to help the student attend to and engage in instruction.

- Adjust room structure to reduce distractions, to increase proximity to instruction, and to encourage partner work (Small group intervention classes work better when students are closer to each other and to the instruction)
- Introduce, post, and review [Classroom Expectations/Remote Behavior Expectations](#)
- Explain the 'whys' behind the 'whats' ([Reading IS Rocket Science](#), [Why Reading is Important w/Goals](#))
- Provide explicit directions (verbally and visually) (Ex. [Daily Class Directions](#), [Cold Read Expectations](#))
- Student Engagement in [Creating Classroom Expectations](#)
- 'How Ya Doing' Sticks - Students can share how their day is going when they walk in the classroom by putting their stick in the jar that matches their mood (Great Day, Just Fine, Rough Day, etc.)
- Randomize Calling by pulling sticks and providing think time (at times allow for partner picking)
- Keep the flow of the instruction at a brisk pace to maintain engagement
- Sticker Charts for individual/group progress
- Individual [Check-In/Check-Out](#) charts to monitor student behavior
- Student vs. Teacher tally marks on the board for on-task behavior challenge
- Accuracy Races (groups/individuals compete for accuracy in reading)
- Students [graph progress](#)
- Brain Breaks (<1 minute)
- Post, discuss, and help students set measurable reading goals (Ex. [Reading Goals for Students](#))
- Review expectations and goals for independent work time (Ex. [Progress Monitoring Explicit Directions](#))
- Make front/back copies of the [Prefix/Suffix/Vowel Sound](#) and Strategies for Reading Long Words charts in the back of the student Rewards workbooks and put them on cardstock to use as bookmarks
- Provide [Exit Criteria](#) for students to know what they are working towards

- Utilize the “Best Practices for Eliciting Responses” guide to encourage participation during interventions.

Comprehensiveness or Elements of Explicit Instruction

Emphasize a particular explicit instructional component to make instruction more comprehensive.

- Provide explicit directions - [Decoding Words](#) (see also Behavior, Engagement, & Motivation Support)
- Print, post, review, and use [Anita Archer’s Active Participation Strategies](#)
- Explain [Daily Points](#)
- I do, We do, You do - gradual release model
- Use of timer to maintain the pace of class as well as provide boundaries for students
- Introduce [Active Participation through using Reading Strategies](#)
- Use of active participation non-verbal strategies (thumbs up/thumbs down, hand signals, etc.)
- Randomize Calling (sticks, phone a friend and then give the answer - always coming back to the original person to provide the answer!)
- Tap out syllables/word parts
- Provide corrective feedback and allow the student to repeat the correct response
- Review/Reteach parts of lessons or whole lessons when % mastery is not met
- Create “cheat sheet” supports from the resources at the back of the student workbooks to help students better understand materials with the additional support of the included visual cues. (Resources include: vocabulary logs, spelling words and strategies for reading long words and prefix, suffixes, and vowel sounds).

Attention to Transfer

Help the student generalize skills across settings.

- Coordinate reading material with general education teacher so texts/word lists can be previewed
- Share the vocabulary logs from each lesson with the general education teacher so they can reinforce these terms in their setting
- Vocabulary logs can also be shared with students to review and have copies of to refer back to across other settings and assignments
- Post strategies in both regular classroom and intervention classroom
- Have students practice decoding core instruction words within lessons (Ex. [Reading Strategies](#))
- Create notebook of ‘words learned’ to move between general and intervention classroom settings
- Coordinate spelling lists from Rewards words to be used in general education

- Use Rewards vocabulary words and/or core vocabulary words to deepen knowledge (Ex. [Vocabulary Extension](#))
- Use Check-In/Check-Out charts across classroom settings (see also Behavior, Engagement, & Motivation Support)
- Award points for using strategies around the building ('I used _____ when...')
- Engage in a class discussion about when skills can be used in other classrooms
- Review rules/strategies learned throughout the year on an ongoing basis (Example [English Rules](#))
- Create lists in the core classrooms that include terms that have specific prefix/suffix combinations (Ex. [Suffix Practice](#))
- Use academic words from all classrooms that can extend the base words by adding prefixes and suffixes
- Use academic vocabulary and apply intervention strategies to deepen knowledge (ex. [Multisyllabic Academic Word Practice](#))
- Use vocabulary in Rewards workbook and/or from core curriculum and have students construct sentences using 2-3 terms independently or with a partner
- Share student workbook resources such as vocabulary, spelling words and strategies for reading long words and prefix, suffixes, and vowel sounds with parents/guardians so they can support additional transfer and application at home.

Alignment

Better align instruction with the student's strengths and needs.

- Screen students to identify abilities, as well as deficit areas
- Pre-Test and Post-Test students
- Adjust intervention level or program based on progress/lack of progress
- Meet as a building team to review data and make determinations about intervention groupings
- Graph Progress (another [Student Graphing](#) example)
- Extend lessons by having students use program words in a sentence to enhance vocabulary and comprehension
- Create flashcards for sight word practice
- Partner read for additional time in print; teach students how to provide peer corrective feedback
- Create warm-ups that target specific deficit skills (Ex. [Decoding Warm-Up](#), [Prefix/Suffix Warm-Up](#))
- Have students record themselves reading words/sentences and play it back for them to reflect

Dosage

*Increase **resources** to increase opportunities for practice and corrective feedback.*

- Incorporate multiple [Opportunities to Respond \(Anita Archer Slides\)](#)

- Create additional time outside of set intervention to target deficit skills for individual students
- Provide instructions and materials for additional practice at home (Ex. [Home Practice Instructions](#))
- Adjust intervention teacher to best meet student needs if necessary/possible
- Incorporate additional time on needed skills based on student data (Ex. [Prefix/Suffix Extra Practice](#), [Prefix/Suffix Extra Practice #2](#))
- Provide additional practice at home or with a sub (Ex. [Extra Word Work](#), [Extra Decoding Practice](#))

URLs Used in Document

[Classroom Expectations](#)

(<https://docs.google.com/document/d/1fvI0uc88gOYLSiZVqj2yNjxH7ijohqdnJ0gyukhP2q4/edit>)

[Remote Behavior Expectations](#)

(<https://docs.google.com/presentation/d/1Mp6LI3aBhgM7M2MiJDryT9kras8hKV4-/edit#slide=id.p1>)

[Reading IS Rocket Science](#)

(<https://docs.google.com/presentation/d/1XxVlhqo4Ki9xALvOrojz3si96pWUO6IWpzruWtCLVJA/edit#slide=id.p>)

[Why Reading is Important w/Goals](#)

(https://docs.google.com/document/d/1semmixvICBr3JdCqOH-faLwLkMIZ6rB0HQyRuxU4_Yc/edit)

[Daily Class Directions](#)

(https://docs.google.com/document/d/1TtR9OjINckzQkn4BAX_uTg2EsJ4Vj9xzO1TA5mvINQ/edit#)

[Cold Read Expectations](#)

(https://docs.google.com/document/d/1J1HcXRSldrMaAqFfbizEB_mc9zjGweIUTPIN8Ydw9c/edit)

[Creating Classroom Expectations](#)

(https://docs.google.com/document/d/1dEZBGcsWQ_U-6n-iKmAiQHaiTcdT5yN1Kq3WXMCIEPg/edit)

[Check-In/Check-Out](#)

(<https://docs.google.com/document/d/1FZk47CI-HnidOWy0repPbgYsZp6JleKMM9pLDW21o7w/edit>)

[Graph Progress](#)

(https://docs.google.com/document/d/1jArZ4tkclCrmEjJVkdafNjYtP_Ak_GgXS5vs0HbslBs/edit)

[Reading Goals for Students](#)

(https://docs.google.com/document/d/1X5HfIINOVGLIhwO5KRn0ZMiZAeYgtgZI_FSJRZH6-38/edit)

[Progress Monitoring Explicit Directions](#)

(<https://docs.google.com/presentation/d/1lfReFDyngWk42jkVQcwaEhO3ZMdlGIWKxjG4PGMUQY/edit#slide=id.p>)

[Prefix/Suffix/Vowel Sound](#)

(https://elibrary.voyagersopris.com/apps/rewards/Secondary/004__Charts%20&%20Posters/Prefixes,%20Suffixes,%20and%20Vowel%20Sounds.pdf)

[Exit Criteria](#)

(https://docs.google.com/document/d/1qRuVZwgzGsJcTKM6KK_Z-DsXQvSy2ZR5wqv0QvmikoY/edit)

[Decoding Words](#)

(https://docs.google.com/presentation/d/1n4InldzRDeuVo9_j_fChbRvWAv0GRA5wLZCYPKKeKpEY/edit#slide=id.p)

[Anita Archer's Active Participation Strategies](#)

(<https://docs.google.com/document/d/1sOXcMON29OQIW9mOE9HfYpDQd2pJMkQ5/edit>)

[Daily Points](#)

(<https://docs.google.com/presentation/d/1DgAO48UUwmpTzu-aJnoKf8vRrRwNTps6DkUDOU33E/edit#slide=id.p>)

[Active Participation Using Reading Strategies](#)

(<https://docs.google.com/presentation/d/1aIFhLOtaNETy7teApteWd0ggfkZ5wq2o0Fy2XkZrhr8/edit#slide=id.p>)

[Reading Strategies](#)

(<https://docs.google.com/document/d/1rkbFR9dh3c-QWsVvc6gvEZDoGpvz4-H4zI20kiwMVME/edit>)

[Vocabulary Extension](#)

(https://docs.google.com/document/d/1LueMStvgmGDTDU_5oHX_xjPcK0MiEPSrJ6E9qPImx6Q/edit)

[English Rules](#)

(<https://docs.google.com/presentation/d/1T5H4Bu59HaFStwaFVt085ITHfs5I2bUo3QQCNi73MTA/edit#slide=id.p>)

[Suffix Practice](#)

(<https://docs.google.com/document/d/1vdhVj-yZXbiMlrJSOqonhhjJwOt2nbxm3s-PjgnS9fE/edit>)

[Multisyllabic Academic Word Practice](#)

(https://docs.google.com/document/d/1drHfryrJP2ntHg6lJMGAKdeq_Jx8GkeK8nhsebw eLZQ/edit)

[Student Graphing](#)

(<https://docs.google.com/document/d/1Tiq8EnqaspHRKDLu59IAQu6ZkWeGEXktf4iXrzAH0t0/edit>)

[Decoding Warm-Up](#)

(https://docs.google.com/document/d/1i711blcp_aSZ3YcMaqtG_4RqRICQVOoBKKQt4onmEc/edit)

[Prefix/Suffix Warm-Up](#)

(<https://docs.google.com/document/d/1MwGbcOuyBhMf0FR1kqfXO0DCzxpC3W21Xi9ADTbbH4/edit>)

[Opportunities to Respond \(Anita Archer Slides\)](#)

(<https://docs.google.com/presentation/d/1SauFx1g6B9KBZFWUsngr4DtNNxl-P-DL/edit#slide=id.p1>)

[Home Practice Instructions](#)

(<https://docs.google.com/document/d/1rIHBEMgDLjT8oRaJyHKiH7XMs7g-KYTnerY9tGt1TPY/edit>)

[Prefix/Suffix Extra Practice](#)

(https://docs.google.com/presentation/d/1e5o_ISZwulHD9aNrnd82IAMoHuFQDyffQhCR3biOUog/edit#slide=id.p)

[Prefix/Suffix Extra Practice #2](#)

(https://docs.google.com/presentation/d/1KmlFjDnfoh_xbfShCWEYcOr0etld7NBhHf9fbi1oFE4/edit#slide=id.p)

[Extra Word Work](#)

(<https://docs.google.com/document/d/16Dn8duwSgZUSGmNjnGP4KVn63bpG7LBi99P9qCSgtF8/edit>)

[Extra Decoding Practice](#)

(<https://docs.google.com/document/d/14Z7JQ2ikdaky-Efy7uDPXWwrltdkO0oWXObO-kRtJsw/edit>)

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.

